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BRAILLE TRANSCRIBING

Standard English Braille
Grade Two

A MANUAL



The
AMERICAN NATIONAL RED CROSS
Washington, D. C.

z a x m a n t s j b d o



HV1669
A54
1937



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Braille Transcribing

A Manual

INTRODUCTION

This Manual on Standard English Braille, Grade Two, is intended primarily for those who have taken the Red Cross course in Grade One and a Half, received a certificate, and have had considerable practice in the latter system. With the first work sent to the Braille Transcribing Section, whether it be Lesson One or a trial manuscript, the student should fill out the blank found in the Manual on page 5. Each lesson or trial manuscript submitted must bear the name of the student and chapter affiliation. Grade Two is a more highly contracted form than Grade One and a Half. It contains about one hundred and seventy new signs and abbreviations which must be memorized, also many additional rules. All signs of Grade One and a Half are used in Grade Two, while some of them in different positions and with certain additions have different meanings. Many characteristics in these signs are suggestive of their meaning and this greatly helps in memorizing them.

Grade One and a Half will still be taught as the preliminary form of Braille and it is hoped that the majority of transcribers will continue to produce work in that system. Only those should undertake Grade Two who are willing to give to it time and careful study, and the same effort to achieve accuracy as they gave to Grade One and a Half. Grade Two has the advantage of reducing the bulk of the Braille book, because of its numerous contractions and abbreviations. It also facilitates reading by putting more subject matter under the finger at one time, thus saving the distance the finger must travel. However, it must be borne in mind that these additional contractions require greater mental effort, and that there is a limit beyond which reading becomes a burden rather than a pleasure. For many of our old readers Grade Two seems too difficult, and unless they can have books in Grade One and a Half they will give up reading altogether.

In Grade One and a Half, strict syllabification was stressed. This produced a system highly satisfactory and having a decided educational value. In Grade Two it is not necessary for a contraction to be contained within a syllable, but it may generally be used if its letters follow each other in sequence, e.g.: The **ar**-sign may be used in Mary; the **in**-sign

in final; the er-sign in material. When a word must be divided at the end of a line, such division must be between syllables, and certain word forms must be observed. Rules for all these will be pointed out as the student progresses.

Since the adoption of Grade Two in 1932, some changes have been made in Grade One and a Half in order to bring the latter system in complete accord with Grade Two. For the benefit of those who have not the latest manual on Grade One and a Half, these few changes are listed below:

1. The dots of the Braille group are now considered in two vertical columns, numbering from the top down. The first column nearest the beginning of the line reads 1-2-3; the second column 4-5-6. It will be noted that dots 1-6 remain the same, but the others are changed.

2. The dollar sign which was formerly letter "d" is now "d" in the lower position, the same as the period. As it is always followed immediately by the numeral sign, there can be no confusion.

3. The ellipsis, formerly a repetition of the middle dot on the far side of the cell, is now a repetition of the lower dot on the nearest side, or dot 3, the same as the apostrophe.

4. The practice of Grade Two in writing c't (can't), t's (that's), x's (it's), y're (you're), y'll (you'll), y've (you've), etc., has been introduced into Grade One and a Half.

With these few changes in mind, the transcriber is now prepared to take up the study of Grade Two.

This blank is to be filled in *by the student* and sent with the first Braille work forwarded to the Braille Transcribing Section, Service for the Blind, Library of Congress, Washington, D. C. (See Introduction, page 3, paragraph 1.)

Date.....

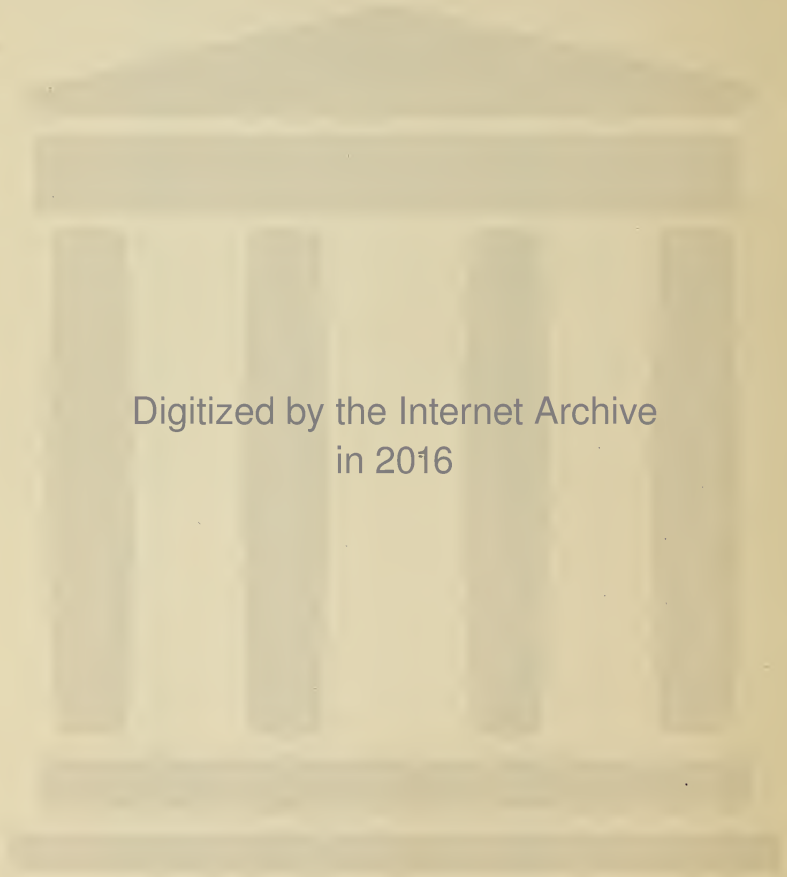
Name in full:.....
(Please state whether Miss, Mr., or Mrs. If the latter, also give husband's initials.)

Address:

Name for certificate:.....
(Please *print* name as it is to appear on Red Cross certificate.)

I have arranged to carry on my Braille work through

Chapter, American Red Cross..... Chapter Address.
Students who work also as members of the Junior League, Colonial Dames, clubs and church groups, etc., add
below the name and address of that organization:



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Lessons

Explanatory Note

In the following lessons, an effort has been made not to introduce any character not already familiar to the student or given in the lesson, with special emphasis on the latter. Each lesson contains a list of new signs showing where they may be found; also examples, explanations and references to rules. The latter must be studied carefully. (See Introduction, Paragraph one).

The contractions are indicated by *bold type*, and where two contractions come together they are separated by a *diagonal line*. This does not necessarily indicate a syllable division. Words on which special emphasis is laid are written in *italics*.

While there are many new points to be learned, if they are taken up in the order given, it will not be found too difficult. As in Grade One and a Half, each step must be mastered before going ahead. In each exercise, use all signs familiar in Grade One and a Half and the new signs given in the lesson.

Careful attention should be given to the *Rules* cited and frequent reference to the *List of Typical and Problem Words* found in the back of the Manual will prove helpful.

LESSON ONE

As previously stated the object of Grade Two is to reduce the bulk of Braille and facilitate its reading. One of the simplest methods employed is the writing of the small words **and**, **for**, **of**, **the**, **with** and **a**, without a space between them when the sense permits. (See Rule 21). These signs are always to be used in preference to any other, e.g.: Instead of using the **th** and **er**-signs in such words as other, another, brother, weather, whether, etc., the **the**-sign should be used in Grade Two.

Another method of shortening Braille is the use of *certain double consonant signs*. This applies only to the letters **bb**, **cc**, **dd**, **ff** and **gg**. (See Table I, Line 5, Pages 20 and 21, also Rule 27).

From the list of part-word contractions shown in Table I, learn the two new signs, namely, the sign for **ch**, Line 4 and **st**, Line 6. Use these signs wherever they occur in the exercise given below. Study carefully Rules 20, 21, 27 and 34 including *Note*, and 35, Paragraph three.

The following sentences show the use of the contractions given above and are to be written as *practice work* only.

Practice Exercise

Not to be submitted

Can you accord me and my baggage a place in the buggy and/for/ the whole trip, with/out add/ing effort or aggravating anybody?

She is scrubb/ing her rubb/ers in the shade of/the shrubb/ery.

Go straight for/the other girl down the street while she is yet with another boy.

She will go with/a will and/for the love of it.

We will pass St. Mary's Church on Main St. so you may bring her sist/er.

Write the following and submit to the instructor:

EXERCISE I

This morning I went for a walk with a friend from St. Louis and for a while we chatted gayly. Suddenly a storm blew in off the lake and we took refuge in a Church on Pine St.

Another robbery has baffled the police.

Accept my apology for the accident.

Do you say "the ebbing of the tide", or "the ebb of the tide", or is it just "ebb-tide"?

Will you have an egg or two eggs for lunch?

May I wish you success in all the affairs of life.

Let me offer the man coffee when he goes off duty.

Do not meddle with the flowers in the middle of my garden which borders on the street.

This is the man so highly spoken of and so truly loved.

The other boy is my brother.

LESSON TWO

Learn the rest of the PART-WORD signs in Table I, Line 5, namely, the signs for **ea**, **be**, **con**, **dis** and on Line 6, **com** and **ble**. These signs as used in this lesson are PART-WORD signs only and their usage is fully explained by the following rules: For the use of the **ea**-sign, see Rule 24; for **be**, **con** and **dis**, see Rule 25. *Note that these signs are always a complete syllable.* For the contraction for **com**, see Rule 26; for the **ble**-sign, see Rule 31. Remember not to observe syllabification but follow Rules 20, 21 and 34, as well as those given above.

The following sentences show the use of the contractions given above and are to be written as *practice work* only.

Practice Exercise—With Contractions Indicated

Not to be submitted

The dear **th/ing** has seen her ideal burst as a bubble. The problem is now our concern. We shall try turning her unbelief and distrust so that she will grasp the idea, and belief and trust will result and/with no harm **com/ing** of it.

Do come with us **for/a** stroll in the woods east of/the church.

Write the following and submit to the instructor:

EXERCISE II

I have discovered a new book and find it most interesting. The print is clear and easily read. The first chapter deals with the story of rubber.

Do not become discouraged; success will come if you continue steadfast and fear not. Our struggles give us strength in meeting the problems of life.

"I believe; help Thou my unbelief."

"Double, double, toil and trouble,

Fire burn and caldron bubble."

A distressing accident occurred recently when the church burned down and a fireman suffered serious injuries. The final outcome is problematical.

Life is becoming more and more complicated with the passing of the years. Our ideas have changed; the idea of pleasure, of comfort and of the necessities of life.

LESSON THREE

The student will now turn to Table II, CONTRACTIONS, WORD SIGNS (Standing alone), Column 1. Most of these signs are already familiar. Learn the new signs, namely, the sign for **child**, **be**, **enough**, **to**, **were**, **his**, **into**, **was** and **by**, **still**. The signs for **child** and **still** are simple and need no explanation. They are identical in usage with the signs for **shall**, **this**, **which** and **out**. Reference must still be made to Rule 34. Avoid falling into the habit of syllabification, thinking rather in terms of sequence and word form. Study the following rules: For the use of single contractions, followed by the apostrophe, see Rule 22; for the use of the signs for **to**, **into** and **by**, see Rule 23; for general rules on lower signs, see Rules 28, 29 and 30, including *Notes* under the latter; for definition of lower signs, see DEFINITIONS OF CONTRACTIONS, Paragraph d, Page 27.

Note that in giving this PRACTICE EXERCISE the contractions for **to**, **into** and **by** (which are always written close up to the following word), as well as lower signs, are printed in *bold type* indicating a contraction, without regard to their position in the line. Even though they may come at the end of the line in the ink-print, they may not have the same position in the Braille line. The student must observe the rules and know when and when not to contract these signs.

Attention is also called to the fact that rules for lower signs apply to the **in** and **en**-signs whether they stand for WHOLE or PART of a word. This requires that in Grade Two they must sometimes be written out, when in Grade One and a Half they would be contracted. (See Rule 29).

Practice Exercise—With Contractions Indicated

Not to be submitted

Can this child be old enough to/go to his brother's house if it were still light, and if he were put on the train by his sist/er? No, I do not th/ink he is old en/ou/gh.

Was it wise to put her into/that class? She is certainly old en/ou/gh; she was ten last year. They were sure she was.

Write the following and submit to the instructor:

EXERCISE III

"Happy the child who is suffered to be and content to be what God meant it to be—a child while childhood lasts."

"Hush, dear child, lie still and slumber,
Holy angels guard thy bed."

I was glad to hear that John and his wife were coming to see us. Let us go into the house and prepare for them.

It was not difficult to see what was coming with the wind shifting into the northeast.

We arrived in Chicago by way of the Lincoln Highway, having been delayed by severe storms.

He plays by note, not by ear.

It was his plan to reach the church by 10:30 A.M.

By and by we shall hear the by-laws read by the Secretary.

Do you think we have enough sandwiches for all of us? No, we have not enough.

If you're all coming with us, that's just fine, but if you can't all come, it's just too bad.

LESSON FOUR

The student should now turn to Table II, Column 2, INITIAL CONTRACTIONS. (See DEFINITIONS OF CONTRACTIONS Paragraph f). Learn the first sixteen characters. Note that these stand for the whole words **day, ever, father, here, know, lord, mother, name, one, part, right, some, time, under, work** and **young**. *These are certain letters of the alphabet, preceded by dot 5, and are known as two-cell signs.* (See DEFINITIONS OF CONTRACTIONS, Paragraphs c and e). Care must be taken not to confuse these two-cell signs with the original single letter signs, for the meaning is quite different. Unlike the latter, these characters are all both WHOLE and PART-WORD signs, subject to Rule 34. (See Rule 32). For the two-syllable word signs in this lesson, namely, **ever, mother** and **under**, see Rule 32a; for the use of the **one**-sign, see Rule 32b; for all other signs in this lesson observe the general rules, and especially Rule 34 and its *Notes*.

Practice Exercise—With Contractions Indicated

Not to be submitted

Father, mother, my brothers and one young/er sist/er were all com/ing to/the party, but my youngest brother was forced, under the rules, to be at work on time that day. He says he will come alone some time wh/en his work is done, and I know he will wh/en/ever we name another day. He is very particular in keeping on the right side of/the family, and father and mother are rightly proud of/the hone/st young/st/er.

I know you will try to smother father's pride, but several others have tried to/do some/th/ing of/the sort, and with/out success. He is ever lord of his own opinions!

Write the following and submit to the instructor:

EXERCISE IV

Yesterday was my father's birthday, so mother invited each one of us to come home and celebrate. We gladly accepted. Putting aside our work and everything else we made it a real holiday. Right here let me say that my name is Rebecca, being named for my grandmother. I have one sister and several brothers, all of whom were able to be here.

My brother-in-law, Colonel Grant, asked mother if she ever felt lonely now that we were all gone from home. She replied, "Never. As young people, father and I were pioneers and grew accustomed to being alone. We have just gone back to our younger days."

We were a merry party sharing the work. Some helped to prepare the lunch, others set the tables out under the trees. When it began to thunder, some of the folks were frightened, but soon the sun shone brightly once more and everybody was happy.

Later in the day some of the younger ones went for a swim, while others participated in various games. My partner was a handsome young cousin named Joseph, with a lordly manner who liked to air his knowledge and seemed to know something on every subject under the sun. I know that I seemed very stupid in his eyes, but let that pass. We took a walk down by the river and saw a score of workmen at work on a new stone bridge. My cousin told me they were not doing the work right and that it was a downright shame to waste money in that way. I wanted to say something, but refrained.

At last it was time for the party to break up and for us to scatter to our several homes, having enjoyed a perfect day rightly spent honoring one whom we all loved.

LESSON FIVE

Learn the remaining five characters found in Table II, Column 2, standing for **there**, **character**, **through**, **where** and **ought**. Note that these are formed from the signs for **the**, **child**, **this**, **which** and **out**, preceded by dot 5. Care must be taken not to confuse these characters with the original signs.

Learn also the five characters in Column 3, standing for the words **upon**, **word**, **these**, **those** and **whose**. Note that these characters are formed from the letters **u** and **w** and the signs for **the**, **this** and **which**, preceded by dots 4-5. Care must be taken not to confuse these characters with original signs and to distinguish between them and those of Column 2.

All these signs come under the heading of TWO-CELL CONTRACTIONS and may be used both as WHOLE-WORD and PART-WORD signs. The same definitions and rules apply to this lesson as given in Lesson Four.

Practice Exercise—With Contractions Indicated

Not to be submitted

There is where character ought to/come in. This child ought to/know what is right to/do. Wh/er/ever they find these people they will learn to/know them through the work they are doing and/the fine character of each and every one of them, particularly the young/er ones.

Whose are those lordly words?

Upon my word, whose character shall we try to emulate?

These are the words through which his character is more clearly disclosed. Shall we conclude that his command is sufficient?

Write the following and submit to the instructor:

EXERCISE V

It was there that I first met her—a lovely character—and through her advice I learned where to go and what I ought to do. It was, therefore, characteristic of her that throughout our talk she gave no thought to her own comfort, wherein she was unlike most people.

As soon as the messenger brought word from headquarters, those of us whose names appeared on the list prepared to leave.

In these days, wherever we are, let us ponder upon those things which make for peace rather than war.

For those whose characters are upright, whose thoughts are pure, evil seems unreal. These are those upon whose word we can rely at all times.

He spoke to those present and his words carried weight, whereupon a vote was taken.

LESSON SIX

The six new characters for this lesson are found in Table II, Column 4, namely, the signs for **cannot**, **had**, **many**, **spirit**, **world** and **their**. Note that these are the letters **c**, **h**, **m**, **s**, **w**, and the sign for **the**, preceded by dots 4-5-6. These are TWO-CELL CONTRACTIONS standing for WHOLE WORDS but they may also be used as PART-WORD signs. While Exercise VI lays special emphasis on the new characters introduced, it is also a review of the signs of Columns 2, 3 and 4, and the same rules apply as in the two preceding lessons.

Practice Exercise—With Contractions Indicated

Not to be submitted

He cannot put fine spirit into his work if it is undertaken while his character is still weak.

Their world is one of many pleasures in which work and knowledge cannot ever have had a large part.

These partly completed houses are conceded by them to be too constricted for the work which we have under way. Upon knowing our needs, they displayed a particularly fine spirit in conceding the point to us. Many, many times we begged them to come in.

They had many haddock in their nets, but they hadn't time to wait while we bought as many as we needed.

He was worldly and of mean spirit but certain characteristics of cheery manner and amiable address appealed to those of superficial understatement.

Write the following and submit to the instructor:

EXERCISE VI

It cannot be that she had many pleasures in this world, but she had many friends, and in their friendship her gentle spirit was content. The world may have considered her unfortunate, but many a worldly-minded person might well have envied her for her spiritual joys.

During the night they had feared many things, but with the coming of the dawn their spirits rose.

We live in a changing world and lead a many-sided life. It cannot be all sunshine—clouds will come and cast their shadows over our path.

The work of the world cannot be done in words.

There are times when these people become their own worst enemies. So let hope lift the spirit into some higher sphere.

This book is for those who will read it through and profit by it.

Where are those whose example we ought to follow and who may be pointed out to our young people as suitable models?

He came upon us unexpectedly while we were under the trees.

Here is the name of one who had a large part in shaping my early days and the character of the child I was at that time.

LESSON SEVEN

The student will now study the five new characters found in Table II, Column 5, namely, the contractions for **ound, ance, sion, less** and **ount**. It will be seen that these are the letters **d, e, n, s** and **t**, preceded by dots 4-6, making TWO-CELL CONTRACTIONS. These are known as FINAL COMPOUND SIGNS. (See DEFINITIONS OF CONTRACTIONS, Paragraph g). These contractions are PART-WORD SIGNS ONLY and may not be used at the BEGINNING of a word. (See Rule 33). They may be used at the END or in the

MIDDLE of a word and may or may not form a complete syllable. They may also be used at the beginning of a line when a word is divided.

Practice Exercise—With Contractions Indicated

Not to be submitted

Frances dances ar/ound and ar/ound many, many times, in count/less rings, quite helpless with/out a partner to/sh/ow her the right steps.

His acc/ount is not in accord with/the one he sent me; the omission of several articles of bedding sh/ows the blunder/ing way in which he keeps his acc/ounts. I can't under/st/and how he can succeed wh/en he conducts his affairs in this way.

It is a bless/ing that you decided to/come down the mountain; if you had gone ar/ound you might have been too late to find his mother-in-law and brother-in-law here, for they were bound to join that mission/ary ere he left the country.

Never/the/less, he had acknowledged my gift while count/ing upon my under/st/and/ing of his changeable character.

Write the following and submit to the instructor:

EXERCISE VII

It was found that on account of the distance to the next town we had best remain where we were for the night. Some discussion followed, but at length all agreed to abide by my decision.

Our trip around the world had to be cancelled on account of the depression. There are countless instances of those whose circumstances have been similarly affected.

It was found that the new boundary line ran directly through the college grounds. It seemed best, therefore, under the circumstances to sell off that part of the ground lying on the other side of the boundary line. This decision enabled us to balance our account at the bank and prepared us the better to meet the financial depression.

From the mountain top one may view the country for miles around, an endless stretch of beauty and grandeur. Yet how carelessly we often look upon these familiar scenes.

Count your many blessings as they come and you will have less time to remember the troubles you have had.

The commission held an all night session and made many important decisions.

LESSON EIGHT

The characters to be studied in this lesson are found in Table II, Columns 6 and 7, and are the contractions for **ence, ong, ful, tion, ness, ment, ity, ation** and **ally**. It will be seen that the signs in Column 6 are formed of letters **e, g, l, n, s, t,** and **y**, preceded by dots 5-6, and those in Column 7 are formed of letters **n** and **y**, preceded by dot 6. These are all TWO-CELL CONTRACTIONS, known also as FINAL, COMPOUND or TERMINAL SIGNS. (See DEFINITIONS OF CONTRACTIONS, Paragraph g).

These contractions are PART-WORD SIGNS ONLY, and like the signs of Column 5 may not BEGIN a word, but may begin a line when a word is divided. They may be used at the END or in the MIDDLE of a word. Such contractions may be a syllable or a part of one syllable, or parts of two syllables. (See Rule 33, also *Appended Notes*).

Practice Exercise—With Contractions Indicated

Not to be submitted

Of what nationality is our ally in this affair? In all fairness to her I am con/strain/ed to admit that she comes from Ger/many, and she is faith/ful/ness and hone/sty personified. She is fully aware that for a year she is our ally, and that she shall not men/tion nor make any com/ment whatsoever upon our business. Really! Does Sally know this?

She has begun to make the undergar/ments for her trousseau, but it will require patience and diligence for it will be a long time ere they can be completed.

She had commenced occasion/ally to make an acc/ount/ing of her possessions, and these notes are surely some/where among her belong/ings, th/ou/gh it will need patience to/go through all of her effects; it will be awfully slow work and we may be forced to take an apart/ment in or near the city.

Were you with them? Yes we were—we really were, and we found their condition one of helpless/ness and lone/some/ness.

Note. Exercise VIII has been arranged to give the student special drill in the new signs although many others are introduced. It will be well to review Columns 5, 6, and 7, and the Rules relating to them.

Write the following and submit to the instructor:

EXERCISE VIII

In spite of his indolence, Farmer Brown has commenced to build the fences around his fields.

We walked along a woodland road listening to the songs of many birds which belong to this region.

He had a beautiful soul and was faithful to his convictions of right and wrong.

More business means more employment, and usefulness brings happiness.

Many departments in the city were closed yesterday and business was practically suspended.

In our relations with other Nations, we try to observe strict neutrality.

Personally, I find my best vacation in a change of environment and occupation, rather than in idleness.

I hadn't mentioned the possibility that we might go abroad this summer, as I really felt the whole plan to be very uncertain.

LESSON NINE

The student has now mastered all the contractions of Grade Two and only needs practice to become as familiar with them as with those of Grade One and a Half. It now remains to learn the ABBREVIATED WORDS, seventy-three in all.

For Lesson Nine, learn the first thirty-eight ABBREVIATED WORDS, that is, up to but not including the word *immediate*. (See LIST OF ABBREVIATIONS on page 26). These abbreviations are quite suggestive, but must be carefully memorized. For practice write these abbreviations many times in order to fix them in the mind.

While these abbreviations are used mostly as whole words they may be combined with other letters to form other words. (See DEFINITIONS OF CONTRACTIONS, Paragraph h; also Rules 37-38).

Practice Exercise—With Contractions and Abbreviations Indicated

Not to be submitted

That bright green chair is beautiful and com/fortable, almost more so than the one against the pillar which is also altogether beyond comparison. After all they are both far and above more com/fortable than those which are so fashionable nowadays.

According to/Andrew and Sally Good, Frances will have to/go afterward across the road. She will go beneath the ar/ch before she can pass between those two bound/less fields which are beyond the bound/ary of/the city.

Those children were blinded by accident. We will tea/ch them Braille, because they will not be able to/go far with/out it.

Although we were always here/abouts I did not know this was his house—I mean his own. It was to be—that was his mother's wish; yes it was—I am almost sure it was.

She can learn to be a better child, although it may be very difficult for her. The other children are always deceiving her and then they declare that she is either bad or fretful. I cannot conceive of children be/ing so mean. Never mind, they will learn to be gen/er/ous and then they may grow to be both good and great. She, herself, knows this and he, himself, also.

Write the following and submit to the instructor:

EXERCISE IX

According to calculations, about how far is that resort above sea level? Already having computed it many times and although somewhat superficially, I think after due consideration, I will again declare that it is between four and five thousand feet—almost five, I am sure.

It is always well to look ahead because there is danger around you, before, behind, beneath, beside and below.

She, herself, declared that he was both good and great and that she could not conceive of any one greater.

Blind people who have been blinded in early life regard blindness as something to be overcome.

I am greatly pleased with the book you lent me. Altogether it was the best I have read for some time. Could you give me another like it?

We already found that the good man was almost beyond help, still we will continue our efforts for him. As for the man himself, he was most cheerful, although I could not conceive how he bore up so well.

LESSON TEN

For Lesson Ten, learn the rest of the ABBREVIATED WORDS. Practice writing them. Study Rules 37, 38 and *Appended Notes*.

While students have learned each group of Grade Two contractions in the Ten Lessons just given, it will be found helpful to review frequently all the *contractions* and *abbreviations*, also to refer constantly to *Rules* and the *List of Typical and Problem Words* until all these are well fixed in the mind.

Practice Exercise—With Contractions and Abbreviations Indicated

Not to be submitted

I have already said perhaps too much to Lucy and John about

their apart/ment on N St. I know they themselves feel it was a mistake. The rooms are so little and it must be musty and hot in summer, and altogether uncomfortable. They also paid too much but Lucy said it was a temptation, and they couldn't help rejoicing to find themselves so near necessary markets, schools and the st/ation. Immediately I realized that the problems of their profession must take preced/ence over their pleasures. Some/time, some/where—wh/er/ever it may be—they will sh/oulder their responsibility and sever their relations with his sist/er-in-law and her people.

Today I have been very busy and will be until after nine o'clock tonight, but I hope for a better day tomorrow.

I declare I shall be a little disappointed if I do not receive a letter from Mr. Littlefield tomorrow. It should have come today and if it had contain/ed good news I would have answer/ed quickly.

Write the following and submit to the instructor:

EXERCISE X

1202 28th St.,
St. Louis, Mo.

Dear Friend:

I feel that I must write this letter tonight, even though it is after 10 o'clock, to tell you the good news.

After reading your wonderful new book which I received last week and which I myself enjoyed very much, I passed it on to Prof. Goodrich. His reaction was immediate for he was quick to perceive its good points. He said that such ideas as yours should have wide publicity. Just between ourselves I shouldn't be surprised if he wrote a review of it for the Journal. Wouldn't that be great!

Today I paid for another copy and gave it to a literary friend, and should hear from him tomorrow. Perhaps it was not at all necessary for me to make these little efforts. The book will win friends for itself. The readers themselves will see to that, but one likes to say to oneself when a book becomes popular that he had a little part in it. If I could, I would have done much more, neither would I have minded any amount of effort; we have worked together so long. As for yourself, how you must rejoice in your success, and please note that I am rejoicing with you.

Sincerely yours,

Frances Goodman Little.

Note: The student should now be ready to transcribe a twenty-five page *trial manuscript*, the material to be selected by the individual. Before transcribing, see *Model Title Page for Grade Two* manuscript, page 46. If the course has been taken with a Chapter, the trial manuscript should be sent to the Chapter address, to be forwarded from there to Washington. If the course has been taken through the Service for the Blind, Library of Congress, Washington, D. C., the trial manuscript should be sent to that address. If the work measures up to standard a *Grade Two Certificate* will be awarded. (See blank to be filled in and forwarded, page 5).

TABLE I

Alphabet for Writer Work

GRADE II

1st LINE	{	a	b	c	d	e	f	g	h	i	j
		⠁	⠃	⠉	⠙	⠑	⠋	⠗	⠈	⠊	⠎
2nd LINE	{	k	l	m	n	o	p	q	r	s	t
		⠅	⠇	⠓	⠝	⠕	⠏	⠒	⠞	⠞	⠞
3rd LINE	{	u	v	x	y	z	and	for	of	the	with
		⠥	⠺	⠭	⠽	⠵	⠠	⠠	⠠	⠠	⠠
4th LINE	{	ch	gh	sh	th	wh	ed	er	ou	ow	w
		⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠
5th LINE	{	,	;	:	.		!	()	“		”
		ea	be	con	dis	en			?	in	
		⠠	⠠	⠠	⠠	⠠			⠠	⠠	⠠
		⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠
6th LINE	{	Fraction-line sign st		ing	Numeral sign ble	Poetry sign ar		Apostrophe		Hyphen	com
		⠠		⠠	⠠	⠠		⠠		⠠	⠠
		⠠		⠠	⠠	⠠		⠠		⠠	⠠
7th LINE	{	Accent sign					Italic or Decimal- point sign		Letter sign	Capital sign	
		⠠	⠠	⠠	⠠		⠠		⠠	⠠	
		⠠	⠠	⠠	⠠		⠠		⠠	⠠	
Used in forming Contractions:											
		⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠
Compound Signs	{	Asterisk *	Dash —	Square Brackets []		Single Quotation Marks ' '					
		⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠
		⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠
		⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠

TABLE I

Reversed Alphabet for Slate Work

GRADE II

j	i	h	g	f	e	d	c	b	a	} 1st LINE
⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	
⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	
⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	

t	s	r	q	p	o	n	m	l	k	} 2nd LINE
⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	
⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	
⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	

with	the	of	for	and	z	y	x	v	u	} 3rd LINE
⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	
⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	
⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	

w	ow	ou	er	ed	wh	th	sh	gh	ch	} 4th LINE
⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	
⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	
⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	

”	in	“	()	!	en	dis	con	be	ea	} 5th LINE
⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	
⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	
⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	

Hyphen	Apostrophe	Poetry sign	Numeral sign	Fraction-line	} 6th LINE
com		ar	ble	ing	
⠠	⠠	⠠	⠠	⠠	
⠠	⠠	⠠	⠠	⠠	

Capital sign	Letter sign	Italic or Decimal-point sign				Accent sign	} 7th LINE
⠠	⠠	⠠	⠠	⠠	⠠	⠠	
⠠	⠠	⠠	⠠	⠠	⠠	⠠	
⠠	⠠	⠠	⠠	⠠	⠠	⠠	

⠠	⠠	⠠	⠠	⠠	⠠	Used in forming Contractions
⠠	⠠	⠠	⠠	⠠	⠠	

Single Quotation Marks	Square Brackets	Dash Asterisk	} Compound Signs
‘ ’	[]	— *	
⠠ ⠠	⠠ ⠠	⠠ ⠠	
⠠ ⠠	⠠ ⠠	⠠ ⠠	

TABLE II
Contractions for Writer Work

SIGN	Word Sign. Column 1.	Initial Contractions.			Final Contractions.		
	Standing alone.	Col. 2. Preceded by dot 5.	Col. 3. Preceded by dots 4-5.	Col. 4. Preceded by dots 4-5-6.	Col. 5. Preceded by dots 4-6.	Col. 6. Preceded by dots 5-6.	Col. 7. Preceded by dot 6.
••	a	..	..	..	..	..	..
•••	but	..	..	..	..	..	..
••••	can	..	..	cannot	..	..	..
•••••	do	day	..	..	ound	..	..
••••••	every	ever	..	..	ance	ence	..
•••••••	from	father	..	..	..	..	..
••••••••	go	..	..	..	..	ong	..
•••••••••	have	here	..	had	..	..	..
••••••••••	I	..	..	..	..	..	..
•••••••••••	just	..	..	..	..	..	..
••••••••••••	knowledge	know	..	..	..	..	..
•••••••••••••	like	Lord	..	..	..	ful	..
••••••••••••••	more	mother	..	many	..	..	..
•••••••••••••••	not	name	..	..	sion	tion	ation
••••••••••••••••	O	one	..	..	..	..	..
•••••••••••••••••	people	part	..	..	..	..	..
••••••••••••••••••	quite	..	..	..	..	..	..
•••••••••••••••••••	rather	right	..	..	..	..	..
••••••••••••••••••••	so	some	..	spirit	less	ness	..
•••••••••••••••••••••	that	time	..	..	ount	ment	..
••••••••••••••••••••••	us	under	upon	..	..	..	..
•••••••••••••••••••••••	very	..	..	..	..	..	..
••••••••••••••••••••••••	will	work	word	world	..	..	..
•••••••••••••••••••••••••	it	..	..	..	..	..	..

TABLE II
Contractions for Writer Work (Continued)

SIGN	Word Sign.	Initial Contractions.			Final Contractions.		
	Column 1. Standing alone.	Col. 2. Preceded by dot 5.	Col. 3. Preceded by dots 4-5.	Col. 4. Preceded by dots 4-5-6.	Col. 5. Preceded by dots 4-6.	Col. 6. Preceded by dots 5-6.	Col. 7. Preceded by dot 6.
	you	young	..	..	..	ity	ally
	as	..	..	..	..	..	..
	and	..	..	..	..	..	..
	for	..	..	..	..	..	..
	of	..	..	..	..	..	..
	the	there	these	their	..	..	..
	with	..	..	..	..	..	..
	child	character	..	..	..	..	..
	shall	..	..	..	..	..	..
	this	through	those	..	..	..	..
	which	where	whose	..	..	..	..
	out	ought	..	..	..	..	..
	be	..	..	..	..	..	..
	enough	..	..	..	..	..	..
	to	..	..	..	..	..	..
	were	..	..	..	..	..	..
	his	..	..	..	..	..	..
	in	..	..	..	..	..	..
	into	..	..	..	..	..	..
	was and by	..	..	..	..	..	..
	still	..	..	..	..	..	..

TABLE II
Contractions for Slate Work






SIGN	Word Sign. Column 1.	Initial Contractions.			Final Contractions.		
	Standing alone.	Col. 2. Preceded by dot 5.	Col. 3. Preceded by dots 4-5.	Col. 4. Preceded by dots 4-5-6.	Col. 5. Preceded by dots 4-6.	Col. 6. Preceded by dots 5-6.	Col. 7. Preceded by dot 6.
	a	..	..	..	..	..	..
	but	..	..	..	..	..	..
	can	..	..	cannot	..	..	..
	do	day	..	..	ound	..	..
	every	ever	..	..	ance	ence	..
	from	father	..	..	..	..	..
	go	..	..	..	..	ong	..
	have	here	..	had	..	..	..
	I	..	..	..	..	..	..
	just	..	..	..	..	..	..
	knowledge	know	..	..	..	..	..
	like	Lord	..	..	..	ful	..
	more	mother	..	many	..	..	..
	not	name	..	..	sion	tion	ation
	O	one	..	..	..	..	..
	people	part	..	..	..	..	..
	quite	..	..	..	..	..	..
	rather	right	..	..	..	..	..
	so	some	..	spirit	less	ness	..
	that	time	..	..	ount	ment	..
	us	under	upon	..	..	..	..
	very	..	..	..	..	..	..
	will	work	word	world	..	..	..
	it	..	..	..	..	..	..

TABLE II

Contractions for Slate Work (Continued)

SIGN	Word Sign. Column 1.	Initial Contractions.			Final Contractions.		
	Standing alone.	Col. 2. Preceded by dot 5.	Col. 3. Preceded by dots 4-5.	Col. 4. Preceded by dots 4-5-6.	Col. 5. Preceded by dots 4-6.	Col. 6. Preceded by dots 5-6.	Col. 7. Preceded by dot 6.
	you	young	..	..	..	ity	ally
	as	..	..	..	..	..	..
	and	..	..	..	..	..	..
	for	..	..	..	..	..	..
	of	..	..	..	..	..	..
	the	there	these	their	..	..	..
	with	..	..	..	..	..	..
	child	character	..	..	..	..	..
	shall	..	..	..	..	..	..
	this	through	those	..	..	..	..
	which	where	whose	..	..	..	..
	out	ought	..	..	..	..	..
	be	..	..	..	..	..	..
	enough	..	..	..	..	..	..
	to	..	..	..	..	..	..
	were	..	..	..	..	..	..
	his	..	..	..	..	..	..
	in	..	..	..	..	..	..
	into	..	..	..	..	..	..
	was and by	..	..	..	..	..	..
	still	..	..	..	..	..	..

LIST OF ABBREVIATED WORDS

(Alphabetically arranged)

about	ab	conceive	concv	ourselves	ourvs
above	abv	conceiving	concvg	paid	pd
according	ac	could	cd	perceive	percv
across	acr	deceive	dcv	perceiving	percvg
after	af	deceiving	dcvg	perhaps	perh
afterward	afw	declare	dcl	quick	qk
again	ag	declaring	dclg	receive	rcv
against	agst	either	ei	receiving	rcvg
almost	alm	good	gd	rejoice	rjc
already	alr	great	grt	rejoicing	rjcg
also	al	herself	herf	said	sd
although	alth	him	hm	should	shd
altogether	alt	himself	hmf	such	sch
always	alw	immediate	imm	themselves	themvs
because	bec	its	xs	thyself	thyf
before	bef	itself	xf	to-day	to-d
behind	beh	letter	lr	together	tgr
below	bel	little	ll	to-morrow	to-m
beneath	ben	much	mch	to-night	to-n
beside	bes	must	mst	would	wd
between	bet	myself	myf	your	yr
beyond	bey	necessary	nec	yourself	yrf
blind	bl	neither	nei	yourselves	yrvs
Braille	Brl	o'clock	o'c		
children	chn	oneself	onef		

DEFINITIONS OF CONTRACTIONS

- a. **Contraction.**—A sign which is used to express more than one letter.
- b. **One-cell Contraction.**—A contraction which only occupies one space or cell.
- c. **Two-cell Contraction.**—A contraction which occupies two spaces or cells.
- d. **Lower Sign Contraction.**—A contraction which contains neither dot 1 nor dot 4.
Compound Lower Signs.—A lower sign contraction which occupies two spaces or cells, but which counts as one.
- e. **Word Sign.**—A contraction which is used to express a whole word, whether it occupies one or two cells.
- f. **Initial Compound Signs.**—Contractions which are formed by means of one of three signs of Line 7 of Table I, thus:

Writer ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ Slate

placed before an initial letter. (See Table II, Columns 2, 3 and 4).

- g. **Final Compound Signs.**—Contractions which are formed by means of one of three signs of Line 7 of Table I, thus:

Writer ⠠ ⠠ ⠠ ⠠ ⠠ ⠠ Slate

placed before a terminal letter. (See Table II, Columns 5, 6 and 7).

Note.—The terms “initial” and “final” have no reference to position in a word, but merely indicate that in the one case the contractions are made from the initial letter, and in the other from the final letter of the word or syllable contracted.

- h. **Abbreviated Words.**—These are represented by their characteristic letters, i.e., **abv** above, **Brl** Braille, **cd** could.
- i. **Composition Signs.**—The Numeral sign and Poetry-line sign of Line 6 of Table I, and the Accent sign, Italic sign, Letter sign, and Capital sign of Line 7 of Table I, are Braille Composition signs which are peculiar to the system, and have no ink-print equivalents.

(20—38)

The following rules of Standard English Braille, Grade Two, (20—38), were drafted by the joint English and American Committee on Uniform Type in 1932, and are here given in *quotation marks*. The *appended notes* are for the guidance of transcribers and to clarify, what experience has shown to be, doubtful points.


Rule 20. “The contractions of Grade II shall, subject to the rules given below, express the letters for which they stand, whether these letters form a whole or part of a word. (See Rule 34).”


(a) The contraction **St.** preceded by the capital sign and followed by the period may be used to express the abbreviations for *Street* and *Saint*.

Rule 21. “The Word Signs, **and, for, of, the, with, a**, may follow one another without a space between them, where the sense permits. (*)


.

“Exception 4.—A Compound Lower Sign, such as the sign for **into**, the dash, inner quotation marks or square brackets, counts as one Lower Sign.

Example. Writer. **into/com/part/ments** 

 **into/com/part/ments** Slate. Example.

“Exception 5.—The capital sign (dot 6) is not to be treated as a Lower Sign.”

Example. Writer. **“Dismiss.”** 

 **“Dismiss.”** Slate. Example.

Note

(*) When it becomes necessary to sacrifice a contraction in order to conform to this rule, it is recommended that the first contraction be retained. Example: **comin'**, **bein'**. This applies even against paragraph 3 of Rule 35. Example: **beggin'**, **grabbin'**.

Rule 31. “Contractions for **ing** and **ble** must not begin a word, but may begin a line in the case of divided words. The **ble** sign represents the numeral sign when standing in front of other characters.”

Rule 32. “Initial Contractions (the contractions of Columns 2, 3 and 4, Table II) may be used either as words or parts of words, as **part-ner**, **depart/mental**, **count/er/part**. (See Rule 34).”

Notes

(a) Two-cell Word Signs (initial contractions, with the exception of **one**) should not be used as part words, unless they retain their original sound. Examples: **here** should be used in **adhere** but not in **heretic**; **under** should be used in **th/under** but not in **launder**; **ever** should be used in **clever** and **several** but not in **fever** or **persevere**.

(b) The contraction for **one** should be used in **alone**, **money** and **hone/st** but not in **pioneer** nor **colonel**.

Rule 33. “Final Contractions (the contractions of Columns 5, 6 and 7, Table II) may be used only as parts of words, as **unfulfilled**, **bless/ing** or **careless**. They may not begin a word, e.g., **lesson**, **fulfilled**, nor may they be used as separate words, e.g., “**less**”, but they may be used at the beginning of a line when the word is divided.”

Notes

(a) Final Contractions should be used as parts of words even when they overlap syllable divisions. Examples: **ch/ancellor**, **mongrel**, **fer/ment/ation**.

(b) The two-syllable Final Contractions, **ation**, **ally** and **ity**, should be used as part-word signs when they retain their original sound. Examples: **ation** should be used in **rational**, **nation**, **appreciation** and **creation**; **ally** should be used in **Sally**, **practically** and **really**; **ity** should be used in **city** and **ch/ar/ity**, but not in **fruity**.

(c) Terminal sequences such as **ary**, **aries**, **arily**, **arious**, **aried**, **inal**, **istic**, should be fully contracted.

Rule 34. "Contractions forming parts of words should not be used when they are likely to lead to obscurity in recognition or pronunciation, and therefore they should not overlap well-defined syllable divisions. Word Signs should be used sparingly in the middle of words unless they form distinct syllables. Special care should be taken to avoid undue contraction of words of relatively infrequent occurrence. (See APPENDIX B, SUPPLEMENT TO RULE 34, page 38).

"When words are divided at the end of a line, the division must be at the end of a syllable.

"**Note.**—The Double Letter Signs are not considered to lead to obscurity because they retain their original letter form."

Notes

(a) A well-defined syllable division is such a division as the following:

1. That which usually occurs between a prefix or suffix and the body of a word, as in **deduce**, **mishap**, **changeable**, **acreage**, **boredom**.
2. That between the component parts of a compound word, as in, **rawhide** or **orangeade**.
3. That between such easily recognizable roots within a word, as in **benediction**, **malediction** and **aqueduct**. (See LIST OF TYPICAL AND PROBLEM WORDS, page 39).

(b) A contraction should not be used if it separates the letters of a digraph or diphthong, as in **sphere** or **encyclopædia**.

Rule 35. "In cases where a word may, according to the above rules, be contracted in two or more ways, each saving the same amount of space, that way should be selected which produces the most readable combination of dots. For instance, when *d*, *r*, and *n* follow *one*, contract **ed**, **er** and **en** in preference to **one**. Example: **toned** is better than **toned**, **prisoner** than **prisoner**.

"If the same space is saved, simple contractions are better than two-cell Word Signs, e.g., **haddock** not **haddock**.

"Avoid using Double Letter Signs where there is an alternative single cell contraction, e.g., **meddle** not **meddle**."

Rule 36. "English proper names should, subject to the rules given above, be contracted, but contractions must not be used in foreign words, except when anglicized."

Note

An anglicized word may be defined as one which appears in the body of any recognized English dictionary.

Rule 37. "Abbreviated Words given in the LIST (see page 26) may be used in combination, but no addition may be made to any of them which would result in wrong spelling, as the use of *declare* (**dcl**) in **declar/ation**, and *conceive* (**concv**) in **conceivable**."

Rule 38. "Abbreviations must not be divided at the end of the line, but they may be so divided from any additions made to them, e.g., **imm-ly** for "immediately". An Abbreviated Word may not be used in combination unless it retains its original meaning, e.g., **mst** must not be used in **must/ard**, **shd** in **sh/oulder**, nor **its** in **merits**."

Notes

(a) Abbreviated words should not be used in combination to express proper names, as in *Hapgood* or *Littleton*, but they should be used when they constitute the whole proper name, as Mr. **Little** (**LI**) and **Louis Braille** (**BrI**). On title pages, catalogs and the first time the name appears in a book, it is better to use contractions rather than abbreviations.

(b) The abbreviations **to-d**, **to-m** and **to-n**, shall be used to express the words *today*, *tomorrow* and *tonight*, irrespective of whether or not the ink-print copy uses the hyphen.

APPENDIX

A.

The following rules contain additional signs for use in books where there is need of a more precise text than that which can be given in ordinary Braille. Musicians should learn the table of signs for accented letters, as they often occur in music.

In contracted Braille it will generally be necessary to put the letter sign, dots 5-6, before a word containing any of these accented letters, which otherwise might be mistaken for Braille contractions. The letter sign, however, is not used in a text known to be entirely in a foreign language. All such material should be written out in uncontracted Braille.

ACCENTS, DIÆRESIS, Etc.

Braille alphabets of foreign languages may be procured from the American Foundation for the Blind, 15 West 16th Street, New York City, and these should be used in books dealing exclusively with such languages.

The following will show the correct way of expressing in Braille the accented letters in French or Italian words:

Writer.

ç é à è ì

ò ù â ê î

ô û ë ï ü



Slate.

ì è à é ç

î ê â ù ò




ü ï ë û ô

The following signs are used for diphthongs:

Writer.  æ  œ

œ æ Slate.

In German, the signs for the modified vowels are:

Writer.  ä  ö  ü








ü ö ä Slate.


For any other marks occurring with letters in English books the accent sign should be used.

Examples.	Writer.	Julius Cæsar
-----------	---------	--------------

[illegible]













Richard Cœur de Lion



fête      fête     

café  café 

Julius Cæsar

Slate. Examples.

Richard Cœur de Lion




































fête







fête







café







café

APPENDIX

B.

SUPPLEMENT TO RULE 34.

Some Examples Illustrating Preferred Usage of Contractions

Specified Contraction	Used	Not Used
ed	edit	predict
ever	clever	fever
	several	persevere
here	adhere	heretic
	here/with	sphere
ity	fortuity	fruity
of	profit	profile
one	money	Colonel
	hone/st	pioneer
	alone	anemone
some	hand/somely	blossomed
time	timed	centimeter
under	undertake	underived
	th/under	
ow	tow/ards	

List of Typical and Problem Words

SHOWING PREFERRED USAGE OF CONTRACTIONS OF STANDARD ENGLISH BRAILLE, GRADE II.

AUTHORIZED BY THE PROJECT, BOOKS FOR THE ADULT
BLIND, AUGUST 1936.

(Note: The letters which appear in bold type represent a contraction, and where two contractions come together, they are separated by a diagonal line).

A

abandoned
abbey
abbreviation
able
abomin/ation
abst/in/ence
acc/ede
acc/ent
accord
accordingly acly
acc/ount
acknowledgment
acreage
add
add/ed
addition
address
adds
adhere
adher/ed
adher/ence
adher/ent
administration
ado
Aeneid
aerial
aeroplane
affair
affect
afford

aff/right
afternoon afnoon
afterwards afws
aggregation
aggression
agreeable
ally
alone
amenable
anathema
ancestral
And/erson
Andrew
anemone
antedate
anteroom
apart/ment
apparatus
apparition
aquarium
aqueduct
area
ar/eas
ar/ena
ar/en't
arise
aristocrat
ar/ound
ar/ouse
asthma
astonish

astring/ent

atheneum
atmosphere
atone
atoned
atone/ment
authentic
avenue
awfully

B

babble
babbled
bacchanal
bandage
bandanna
barbar/ous
barometer
baroness
baronet
bathed
bayonet
beacon
bear
beatify
beauty
become
bedazzle
bedding
beggin'
be/ing

believer
 belittle be/ll
 belittled be/lld
 benediction
 benevolent
 bereft
 besides bess
 beverage
 bin/ary
 bleed
 bless
 bless/ed
 blinded
 blinding
 blindly billy
 blindness bl/ness
 blossomed
 blunder
 boredom
 bound/ary
 bounty
 bright
 Brighton
 brother-in-law
 by and by
 by-law
 byBrown
 By Brown
 by his
 by tens
 by \$1.00
 by 6%

C

cabaret
 cancel
 candid
 candle
 cans
 can't c't
 career
 caress
 car/ouse
 carthorse

casino
 Cath/ar/ine
 cathedral
 Catherine
 caveat
 ced/ar
 centime
 centimeter
 cer/eal
 ch/ancellor
 ch/ancery
 ch/andelier
 changeable
 characteristic
 ch/arade
 ch/enille
 ch/erubic
 childhood
 childlike
 child's
 Ch/ina
 Ch/inese
 cinema
 city
 clarion
 clever
 cobbler
 coffee
 cohere
 coher/ence
 coher/ent
 colonel
 coma
 comatose
 comb
 combin/ation
 come
 comin'
 com/ing
 com/edian
 com/edy
 comique
 commandant
 commandeer

command/er-in-chief
 com/ment/ary
 Commons
 coname
 conation
 conceivable
 conceived concevd
 conch
 cone
 coney
 confrere
 congregate
 contin/ental
 conting/ent
 continuity
 cony
 coöperate
 coöper/ation
 coördinate
 coroner
 coronet
 couldn't cdn't
 couldst cd/st
 count/en/ance
 country
 county
 coupon
 create
 creation
 cred/ence
 cred/entals
 credulity
 Crimean
 criminal
 cring/ing
 criterion

D

dabble
 dabbled
 dachshund
 dagg/er
 danced
 dancer

dances
 dandelion
 daunder
 dear
 deceivable
 deceived **devd**
 declar/**ation**
 declared **dold**
 deduce
 deduction
 definite
 denationalize
 denature
 denote
 denounce
 deny
 departure
 derivation
 derive
 derogatory
 dest/**in/ation**
 deteriorate
 determin/**ation**
 detrimental
 diction/**ary**
 disbelief
 disc
 disciplin/**arian**
 discomfort
 discommode
 disconnect
 disconsolate
 dis/ease
 dishevel
 dispirit/**ed**
 distinguish
 doing
 domestic
 domin/**ation**
 dou/**bled**
 dou/**ble**
 dou/**ghty**
 dukedom

E
 each
 eager
 ear/**th**
 ease
 east
 eat
 ebb
 ebb/**ed**
 ebb/**ing**
 ebbs
 ebb-tide
 ecc/**entricity**
 edict
 Edith
 edition
 educe
 effect
 effort
 egg
 eggs
 elsewhere
 emin/**ence**
 enamel
 encyclopædia
 encyclopedia
 engineer
 enigma
 enormous
 en/**ou/gh**
 (before or after a
 mark of punctua-
 tion, Rule 29)
 enunciation
 era
 eradicate
 erase
 erect
 erode
 erosion
 erotic
 erroneous
 eruption
 establish

European
 even/**ing**
 everybody
 everyone
 every one
 every**th/ing**
 everywhere
 examin/**ation**
 experience
 exterior
 extraordin/**ary**

F
 fascin/**ation**
 father-in-law
 fealty
 fear
 fea/**ther**
 fenced
 fencer
 fences
 feral
 ferocity
 festoon
 fever
 final
 fin/**ally**
 fin/**ance**
 financial
 fin/**ery**
 finesse
 fing/**er**
 finite
 firearms
 flea
 fleas
 foredoom
 forenoon
 for/**ensic**
 forerun
 found/**ation**
 freedom
 fright

fruity
fulfill
funer/eal

G

gasometer
genealogy
gen/eric
genial
genius
geranium
Ger/many
gladsomely
gobbler
goblet
going
goodness gd/ness
goods gds
grandee
grandeur
grandiloquent
grasshopper
greatest grtest
greatness grt/ness
grenade

H

haddock
Hades
hadji
hadn't
handle
hand/somely
hand/somer
hand/some/st
handy
Hapgood
haven't
hear
heard
hedgerow
hereafter here/af
her/ed/ity
heresy

heretic
here/with
hero
heroic
hinge
hing/ing
his
his— —his
historic
history
hogshead
hone/st
honey
hyena
hypotheses
hypothesis

I

idea
ideal
idealistic
ideality
ideally
ideas
imagery
imagin/ary
immediately immly
impart
impartial
impeccable
imped/ed
imprisoned
in in, in.
inasmuch inasmch
incomparable
incongruous
inconvenient
indefinite
indiarubb/er
indispensable
indispose
indistinct
inferiority
infinite

ingenious
ingenuity
ingot
ingredient
in/here, etc.
(see "adhere", etc.)
isinglass
isthmus
it's

J

January
jingle
justice
justly
juvenility

K

kettledrum
knighthood
know/ing
known

L

laity
land/lord
lather
launder
laureate
lea/ther
leghorn
lengthen
less
lesson
letterpress lrpess
lettered lr/ed
letters lrs
lever or lever
leverage
leveret
library
lifetime
lightheaded
likely

likes
likewise
lin/eage
lin/eal
lin/ea/ment
lin/ear
lingerie
linguistic
list/en
littleness ll/ness
Little Rock Ll Rock
Littleton
lone/some
longevity
longhand
longitude
looney
lordly
lord/ship
Louis Braille Brl

M

mainten/ance
malediction
malleable
manager
mandate
many-sided
mar/chioness
Margaret
Marie
marionette
Mary
mast/er
material
mathematics
maunder
meand/er
medallion
meddle
medial
medicinal
mediocre
medium

menagerie
menial
merits
mingle
minor
minority
minute (adjective
and noun)
mishap
mishear
mistake
mistranslate
mistreat
mistress
mistrust
molest/ation
monetary
money
mongoose
mongrel
moreover
mother-in-law
motherly
must (noun)
must/ard
must/er
mustn't mstn't
musty
myst/erious

N

named
namely
names
namesake
naming
nation
national
near
necessarily
necessity
needle
never
never/the/less

nibbled
nightingale
noisome
nonentity
nonesuch nonesuch
northeast
northerly
northern
nought
nowhere
nowise

O

obedience
obedient
obst/inate
occasion
occupation
occur
oceanic
odd
odd/ity
oddly
odds
œdema
officer
oleand/er
one/ness
oner/ous
oper/ation
opponent
orangeade
ordin/arily
originality
other
outdo
outhouse
outside

P

pandemonium
parade
par/ental
par/en/theses

par/en/thesis
 parishioner
 parole
 partake
 partial
 participate
 particular
 partly
 party
 pastime
 peddler
 penal
 penalty
 peoples
 people's
 perceivable
 perceived percvd
 period
 persevere
 pertinacity
 peruse
 phenomenon
 phoenix
 pineapple
 pioneer
 pity
 plen/ary
 poisoner
 porthole
 post/erior
 posthumous
 preamble
 prearrange
 preced/ence
 preced/ent
 (adjective and
 noun)
 predacious
 predecease
 predest/in/ation
 predicament
 predict
 predispose
 predom/in/ation

prenatal
 prerelease
 prerogative
 prestige
 prisoner
 problem
 procedure
 profession
 proficient
 profile
 profound
 profuse

Q

quand/ary
 query
 questionnaire
 quicken qk/en
 quickly qkly
 quicksand qksand
 quin/ine

R

rally
 random
 ration
 rational
 rawhide
 react
 readmission
 real
 reality
 realize
 really
 reappear
 rear
 reassure
 receivable
 received rcvd
 receivership rcvrship
 re-commission
 re-con/stitute
 redeem
 redirect

redound
 redress
 reduce
 redundant
 reduplicate
 reminiscence
 rename
 renew
 renounce
 retriever
 revenue
 revere
 rever/ence
 reverie
 revery
 righteous
 righteousness
 roseate

S

sabbatical
 sacch/ar/ine
 Saint St.
 Sally
 sandal
 sea-green
 seaman
 seas
 self-command
 self-conceit
 self-distrust
 separ/ation
 ser/enade
 ser/ene
 serial
 serious
 sever
 several
 sever/ance
 severe
 sever/ity
 shadow
 sh/ingle
 sh/oulder

shouldn't shdn't
 shouldst shdst
 sider/eal
 sinecure
 sist/er-in-law
 smother
 so-called
 sofa
 somebody
 some/one
 some/th/ing
 some/time
 some/where
 somersault.
 sou/theast
 sou/therly
 sou/thern
 Spain.—
 Spain.
 Spartan
 spear
 sphere (Rule 34b)
 spinal
 spirit/ed
 spirit/less
 spirits
 spiritually
 spirituel
 sponge
 spright
 stateroom
 stevedore
 still (noun, adjective,
 verb)
 stilled
 stillness
 Street St.
 string/ent
 sweetheart
 sword

T

tableau
 tablet
 tally

teacup
 tear
 teas
 tea-time
 tedious
 tedium
 tenacity
 termin/ation
 that's
 then
 th/ence
 th/ought
 th/under
 timed
 times
 timing
 tiny
 tobe
 to-day to-d
 to-do
 told
 tone
 toned
 tongue
 torpedo
 tow/ard
 tragedy
 trou/ble
 twofold
 unblemish/ed
 unbless/ed
 undeceived undevid
 underive
 unear/th
 unear/thed
 uneasy
 unfulfilled
 unlettered unlr/ed
 unpaid unpd
 unreceived unrcvd
 unsaid unsd

V

various
 vary

venality
 veneer
 ven/er/eal
 viceroy
 vin/ous

W

wand/er
 wand/er/er
 wary
 was— —was
 wasn't
 wear
 weary
 wea/ther
 well-be/ing
 well-to-do
 were— —were
 wer/en't
 wh/er/ever
 wh/ere'er
 whether
 which/ever
 whistle
 whither
 will (noun and verb)
 Will (proper name)
 willing
 wills
 will-o'-the-wisp
 wiseacre
 wist/eria
 withe
 with/er
 with/out
 wouldn't wdn't
 wouldst wd/st

Y

you'd
 you'll
 you're
 you've

Z

zenith
 zero

TITLE PAGE

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CHILDREN OF THE COVERED WAGON
A STORY OF THE OLD OREGON TRAIL

BY

MARY JANE CARR

IN THREE VOLUMES
VOL. II

STANDARD ENGLISH BRAILLE
GRADE TWO

TRANSCRIBED AND PRESENTED
BY

ELEANOR LOUISE SCOTT

SOUTHEASTERN PENNSYLVANIA CHAPTER
AMERICAN RED CROSS

PHILADELPHIA, PA.
1936

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margin not less than $1\frac{1}{2}$ inches

margin $\frac{1}{2}$ inch

Note: While the above is given as a model "title page," spacing may vary according to the amount of information which must appear on such a page.

Index

	PAGE
Abbreviated words.....	16, 17
Abbreviated words, definition.....	27
Abbreviated words (See Rules 37 and 38).....	34
Abbreviated words in proper names (See Rule 38—a).....	34
Abbreviations for <i>Street</i> and <i>Saint</i> (See Rule 20—a).....	28
Abbreviations for to-d , to-m , and to-n (See Rule 38—b).....	34
Accented letters.....	35, 36, 37
Accent Sign.....	36
Address for mailing.....	5, 19
Alphabet for Slate Work—Grade II (Table I).....	21
Alphabet for Writer Work—Grade II (Table I).....	20
Anglicized words.....	36
Anglicized words (See Rule 36).....	34
Appendix A.—Accents, Diaeresis, Diphthongs.....	35, 36, 37
Appendix B.—Supplement to Rule 34.....	38
“Blank” to be filled in by the student.....	3, 5, 19
Braille Alphabets of foreign languages.....	35
Certificate, Grade Two.....	19
Changes in Grade One and a Half.....	4
Chapter affiliation.....	3
Composition Signs, definition.....	27
Compound Lower Signs, definition.....	27
Compound words (See Rule 22).....	29
Contraction, definition.....	27
Contraction for com (See Rule 26).....	30
Contraction for ea (See Rule 24).....	30
Contraction for one (See Rule 32—b).....	32
Contractions for ation , ally and ity (See Rule 33—b).....	33
Contractions for bb , cc , dd , ff and gg (See Rule 27).....	30
Contractions for be , con and dis (See Rule 25).....	30
Contractions for ing and ble (See Rule 31).....	32
Contractions for Slate Work (Table II).....	24, 25
Contractions for to , into and by (See Rule 23).....	29
Contractions for Writer Work (Table II).....	22, 23
Contractions preferred (See Rule 35).....	33
Contractions, preferred usage.....	38
Definitions of Contractions.....	27
Digraph (See Rule 34—b).....	33

INDEX—(Continued)

	PAGE
Diphthongs.....	36, 37
Diphthongs (See Rule 34—b).....	33
Division of words at the ends of lines (See Rule 34).....	33
Dollar Sign.....	4
Double Consonant Signs.....	7
Double Consonant Signs (See Rule 27).....	30
Double Consonant Signs (See Rule 34, Note).....	33
Double Consonant Signs (See Rule 35).....	34
Ellipsis.....	4
English proper names (See Rule 36).....	34
Final Compound Signs.....	27
Final Contractions.....	13, 15
Final Contractions (See Columns 5, 6 and 7, Table II, Contractions for Writer and Slate Work).....	22, 23, 24, 25
Final Contractions (See Rule 33).....	32
Foreign languages.....	35
French accented letters.....	35
German, Signs for modified vowels.....	36
Initial Compound Signs.....	27
Initial Contractions.....	10, 11, 12
Initial Contractions (See Columns 2, 3 and 4, Table II, Contractions for Writer and Slate Work).....	22, 23, 24, 25
Initial Contractions (See Rule 32).....	32
Introduction.....	3
Italian accented letters.....	35
Lessons—Explanatory Note.....	6
Lesson One.....	7
Lesson Two.....	8
Lesson Three.....	9
Lesson Four.....	10
Lesson Five.....	11
Lesson Six.....	12
Lesson Seven.....	13
Lesson Eight.....	15
Lesson Nine.....	16
Lesson Ten.....	17
Letter Sign in foreign languages.....	35
List of Abbreviated Words (Alphabetically arranged).....	26
List of Typical and Problem Words.....	39—45

INDEX—(Continued)

	PAGE
Lower Sign Contraction, definition.....	27
Lower Signs (Exceptions to Rules).....	31, 32
Lower Signs (See Rules 28, 29 and 30).....	31
Numbering of dots of the Braille group.....	4
One-cell Contraction, definition.....	27
Part-word Signs.....	8
Rule 20.....	28
Rule 21.....	28
Rule 22.....	29
Rule 23.....	29
Rule 24.....	30
Rule 25.....	30
Rule 26.....	30
Rule 27.....	30
Rule 28.....	31
Rule 29.....	31
Rule 30.....	31
Rule 31.....	32
Rule 32.....	32
Rule 33.....	32
Rule 34.....	33
Rule 35.....	33
Rule 36.....	34
Rule 37.....	34
Rule 38.....	34
Rules of Standard English Braille (1—19).....	28
Rules of Standard English Braille—Grade II—(20—38).....	28
Signs for use in books of a technical nature.....	35, 36, 37
Stammering expressions, the writing of (See Rule 20—b).....	28
Syllabification.....	3
Syllabification (See Rule 34).....	33
Table I—Alphabet for Writer Work—Grade II.....	20
Table I—Reversed Alphabet for Slate Work—Grade II.....	21
Table II—Contractions for Slate Work.....	24, 25
Table II—Contractions for Writer Work.....	22, 23
Terminal sequences, ary , aries , arily , etc., (See Rule 33—c).....	33
Title page, Grade Two, Model.....	46
Trial manuscript.....	3, 19

INDEX—(*Continued*)

	PAGE
Two-cell Contraction, definition.....	27
Two-cell Contractions.....	10, 11, 12, 13, 15
Two-cell Word Signs (See Rule 32—a and b).....	32
Well-defined syllables (See Rule 34—a and b).....	33
Word List (See “List of Typical and Problem Words”).....	39—45
Word Sign, definition.....	27
Word Signs.....	9, 29
Word Signs, followed by the apostrophe.....	4
Word Signs, followed by the apostrophe (See Rule 22).....	29
Word Signs for and, for, of, the, with, a , how to write (See Rule 21)	28
Word Signs (See Column I, Table II, Contractions for Writer and Slate Work).....	22, 23, 24, 25
Word Signs, whole words only (See Rule 22).....	29

